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BOOK REVIEWS

Bench Work in Wood. By W. F. M. Goss. Boston: Ginn & Co., 1905.
Pp. xiv + 200. \$0.70.

This book is an old friend in a new dress. Part I describes many of the tools used by woodworkers, and explains the common methods employed in caring for and sharpening these tools. Unfortunately, however, many of the tools described are obsolete; and others are of such clumsy make and poor material that they should not find place in a work of this kind. The space would be better employed in describing the best tools rather than those that are clumsy and out of date.

Part II consists of a series of well-chosen exercises calculated to familiarize the student with the tools and to give him some facility in their use. It is an open question how far mere exercise work should be carried. Many of the principles illustrated could just as well be applied to the making of articles for actual use, and thus lead to the solution of problems that arise in the experience of the pupil. Such work is of greater value than that which is cut and dried, as in the case of an exercise. Draw-boring is described with some minuteness, and then the author says it is bad practice. Why waste time telling how a piece of work should not be done?

Part III treats of wood construction as applied to carpentry and joinery. Part IV treats of timber and its preparation for use. Many kinds of wood are described, and their geographical distribution in the United States is represented by charts.

The book is profusely illustrated, but many of the cuts would be better if the excessive shading were omitted. Too many shade lines tend only to confuse those not familiar with mechanical drawings, and are superfluous. The book is well adapted to beginners in the art of wood-working, and has many valuable suggestions for those who are farther advanced in the subject.

WILBERT S. DREW.

MANUAL TRAINING AND TRADE SCHOOLS,
Pontiac, Ill.

Physics. By CHARLES RIBORG MANN AND GEORGE RANSOM TWISS. Chicago: Scott, Foresman & Co., 1905. Pp. x + 453. \$1.25.

This book is noteworthy among recent texts on elementary physics because it is the first successful attempt to break away from traditional lines by bringing about an intimate correlation between the subject-matter of physics and the activities of daily life. The newness of the treatment lies in its constant appeal to the experience of the pupil. Every principle studied is taken up in connection with a definite problem arising from some familiar occurrence. The interest of the high-school boy in steam engines, dynamos, cameras, automobiles, etc., is both stimulated and utilized. The spirit of the book is well typified by its numerous illustrations, which are mostly photographs of real objects, as distinguished from mere laboratory devices. Consistent adherence to the idea of a close union of subject-matter with the pupil's experience has borne fruit in the rejection of certain time-honored topics, as well as in the including

of some topics not generally treated in an elementary course. Especially good are the chapters on moments of force, motion of rotation, color, and optical instruments. It is to be regretted that the same consistency did not lead to giving the common units a place of importance co-ordinate with the metric system. One of the few unsatisfactory sections of the book is that dealing with engineering units. A striking feature of the book is the inconspicuous place occupied by mathematics. That this is due to skilful treatment and not to the omission of important relationships is best appreciated when one examines the numerous problems. No teacher can fail to be stimulated by a careful reading of this book. It does not appear to be very different, in point of difficulty, from other high-school texts. It should be more interesting. Above all, it is teachable. The publishers have done their part admirably, making the book as attractive in form as it is worthy in conception and execution.

A. A. KNOWLTON.

ARMOUR INSTITUTE OF TECHNOLOGY,
Chicago.

Great Pedagogical Essays: Plato to Spencer. By F. V. N. PAINTER, A.M., D.D.
New York: American Book Co. Pp. 426.

It is a very real need that the editor of these selections has attempted to meet. The history of education is a large subject and the significant materials are available only in the original languages, or in translations, some of which are expensive and to be had only in complete editions of their author's works. With the growing interest in the study of education and its history, and the improved methods of instruction in these subjects, there has arisen a demand for first-hand acquaintance with the sources. To meet this demand within the compass of a volume of the size of the one under review is, of course, impossible; a selection of materials is all that could be expected. With selection comes the question of relative values, and no editor could hope to meet the views of his fellow-workers in the same field.

The twenty-six documents given in whole or in part in this handy volume are all of the first importance. They afford a basis for the formation of an opinion of the general character and trend of an author's work, and thus serve to give substance to the mere outline of the usual textbook.

As has been suggested before, it would be idle to quarrel with the editor's choice of documents, or to suggest important omissions. The student of education who is without access to a large library will be grateful for what the editor has provided, and will profit greatly by a careful study of these pages. Each selection is prefaced by a short biographical sketch of its author. A cursory examination has brought to light one typographical error: "*bedentendsten*" for "*bedeutendsten*," p. 159.

W. B. O.

Methods in Plant Histology. By CHARLES J. CHAMBERLAIN. Chicago:
The University of Chicago Press, 1905. Pp. x+262, with 88 figs.
\$2.39.

Chamberlain has revised and rewritten much of his *Methods in Plant Histology*, adding several new chapters, elaborating and in many instances improving and shortening the processes. The new chapters deal with microchemical tests, free-hand